



History Curriculum at TEAM Multi Academy Trust

Wisdom & War





History

Vision

- History plays a crucial role in helping students understand their own identity and sense of place in time.
- The school History Curriculum seeks to develop key skills; uncover important historical (substantive) knowledge and introduce children to disciplinary knowledge (how and why history has been interpreted by historians).
- Students will learn how their locality, Britain, the wider world and different cultures developed through historical periods.

Intent

Children will:

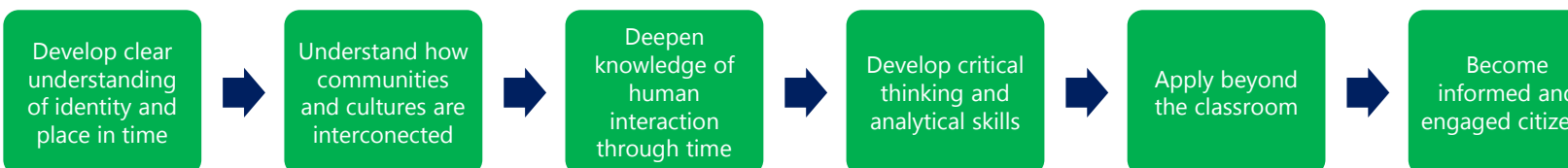


Implementation



Impact

Children will:



Substantive Knowledge and Disciplinary Knowledge

From the Early Years Foundation Stage up to the end of Key Stage 2, the substantive knowledge progresses through conceptual development. Meanwhile, disciplinary knowledge is developed through historical enquiry and interpretation. To ensure pupils can learn more and know more over time, we believe it is crucial that our history curriculum develops both categories of knowledge as well as historical skill.

Reviewing Prior Learning: Speak Like an Expert

Purpose: Sessions that ensure effective retention & recall of information.

Regular sessions at the start of every lesson to review prior learning.

Friday sessions

Dedicated sessions reviewing the week's learning helping to make connections.

Format

Activities include recap quizzes, group discussions, visual aids, role playing, teacher feedback.

Benefits

Students develop strong retention skills, articulate historical knowledge & concepts.

Chronology Development Through the History Curriculum

Time	225 – 66 million years ago	10,000 BC – 4,000 BC	3,100 BC – 332 BC	1,600 BC – 1, 046 BC	1,100 BC -146 BC
Period	Dinosaurs alive in pre-history	Stone, Bronze & Iron Age	Ancient Egypt	Shang Dynasty	Ancient Greece
Event	230 million years ago – Dinosaurs Appear (Triassic) 200 million years ago Dominant Land Animals (Jurassic) 66 million years ago – Dinosaur Ext	Stonehenge built (2,500 BC) Skara Brae (c. 3100 BC)	Beginning of First Dynasty (3100 BC) Great Pyramid of Giza built (2,500 BC)	Beginning of the Shang Dynasty (1600 BC) Han Dynasty Expands the Silk Road (206 BC)	The First Olympic Games (776 BC) Birth of Democracy in Athens (507 BC) The Reign of Alexander the Great
Lives	Mary Anning Richard Owen Jack Horner	The Amesbury Archer Cheddar Man The Lindow Man	King Narmer (Menes)/Hatshepsut/ Akhenaten/ Tutankhamun/Ramses II Cleopatra VII,	Fu Hao Qin Shi Huang Confucius	Socrates (c. 470–399 BC) Cleisthenes (570–508 BC) Alexander the Great (356–323 BC)
Encountered in	Y1/2	Y3/4	Y3/4	Y5/6	Y5/6

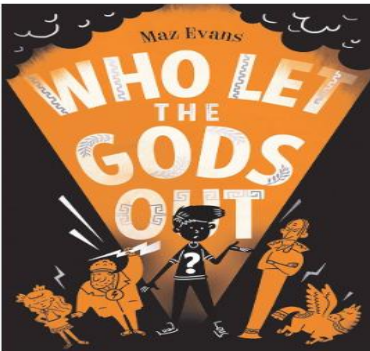
Time	753 BC – 476 AD	750 BC – 900 AD	410 AD – 1066 AD	789 AD – 1066 AD	1066 - 1348
Period	Roman Republic & Empire	Mayan Civilisation	Saxons	Vikings	Norman – Medieval Britain
Event	Rome becomes an empire , (27BC) Romans invade Britain under Emperor Claudius . (43BC) Roman soldiers leave Britain (AD 401-410)	Maya Writing System is Developed (300 BC) The Maya Civilization Reaches Its Peak (250 AD) Mysterious Decline (900 AD)	Battle of Mount Badon(AD 500) Battle of Camlann(AD 537) Battle of Edington (AD 878)	Viking raid on Lindisfarne (AD 793) Vikings capture York (AD 866)	Battle of Hastings (1066)
Lives	Augustus Caesar/Julius Caesar/Emperor Claudius/Boudicca	K'inich Janaab' Pakal Lady Six Sky	King Arthur/ King Alfred/St Bede	Ragnar Lothbrok/ King Guthrum Ivar the Boneless/Leif Erikson	William the Conqueror
Encountered in	Y3/4	Y5/6	Y3/4	Y3/4	Y3/4

Time	1348 -1485	1485 - 1603	1603 - 1714	1500 - 1807	1760 - 1840
Period	Medieval Britain	Tudors	Stuarts	Maafa - Atlantic Slave Trade	Industrial Revolution
Event	Black Death (1348) The Peasants' Revolt (1381)	Establishment of CofE (1534) Execution of Anne Boleyn (1536) Death of Henry VIII (1547)	Great Plague (1665) Great Fire of London (1666)	Portugal Begins the Enslavement of Africans (1441) Slavery ends in British Emp(1883)	Crimean War (1853-1856)
Lives	Richard II Edward III	Henry VIII/Anne Boleyn/Thomas Cromwell/Thomas Cranmer	King Charles II Thomas Farriner	John Wesley/William Wilberforce/ Oludah Equiano	George Stephenson/IK Brunel Florence Nightingale
Encountered in	Y5/6	Y5/6	Y1/2	Y5/6	Y5/6

Time	1837 - 1901	1898 - 1926	1914 - 1945	1945 - Present
Period	Victorians	Heroic Age of Antarctic Exploration	World Wars	Modern Age
Event	Great Exhibition (1851) Education Act (1870)	Imperial Transantarctic Expedition (1914-1917)	World War 1 (1914-1918) World War 2 (1939-1945)	The Space Race Moon Landings (1969)
Lives	Samuel Wilderspin Queen Victoria	Sir Ernest Shackleton RF Scott	Amelia Earhart Queen Elizabeth II	Neil Armstrong
Encountered in	Y1/2	Y5/6	Y1/2	Y5/6

Wisdom and War (Ancient Greek period)

Subject: History	Year: 5/6	Term: Summer 2
National Curriculum Aims	<p>Key Objectives:</p> <ul style="list-style-type: none"> • Gain and deploy a historically grounded understanding of abstract terms such as ‘rule’ and ‘rights’ • Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, • Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed • Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history 	
Key Elements	<p>Key Elements:</p> <ul style="list-style-type: none"> • Rule • Workers’ Rights / Women’s Rights • Education • Militaria 	
Key Questions	<p>Five Key Questions: What were the significant periods in Ancient Greek history? How did the City States work? Let’s look at Sparta and Athens. Who’s who in the Ancient Greek period? What did the Greeks ever do for us?</p>	
Curriculum coherence	<p>Building Learning Power - Prior Learning: As students progress through the rolling programme, their historical knowledge is built, connecting past lessons to new ones. In ‘Ground-breaking Greeks’, students build on learning from Y3/4, where they explored life in other ancient civilisations, and from Y1/2, where they learnt about the rule by monarchy. Development of chronological understanding will be built on as will students’ ability to make sense of the past from primary sources of evidence including artefacts, maps and documents. Understanding of decisions historians have made in writing histories of the period will also be developed.</p> <p>Building Futures - Future Learning through the project:</p> <ul style="list-style-type: none"> • Foundational Understanding: Students establish a chronological framework by learning about key historical events <i>from 1100 – 1046BC</i> and how these fit into a wider chronology • Conceptual Development: Students delve into the broader historical context of the <i>city states (Athens and Sparta)</i>, understanding motivations and societal impacts, building on learning in lower KS2 and laying the groundwork for more complex historical concepts in KS3. • Critical Analysis: By continuing to evaluate historical sources and perspectives related to the <i>Key Elements</i>, students develop critical thinking skills (begun in KS1) that will be essential for analysing historical events in KS3. • Local Context: Exploring how the <i>Ancient Greeks established rule by democracy</i> and how this influenced democracy in UK today, provides students with a tangible connection to history, preparing them to explore local and global political historical events in KS3. • Broader Connections: Students place the <i>Ancient Greek period</i> in broader historical narratives, enabling understanding of connections between different historical periods and events. • Continuity and Change: Analysing the long-term consequences of the <i>Ancient Greek period</i> helps students understand how societies evolve over time. • Historical Significance: Reflecting on the <i>Ancient Greek period’s</i> lasting impact enables students to explore the historical significance of events studied. <p>Vocabulary: Democracy. Monarchy. Tyranny. Oligarchy. City States. Acropolis. Agora. Aristoi. Citadel. Citizen. Delian League. Mount Olympus. Olympic Games. Peloponnesian War. Parthenon. Polis.</p>	

Key Text			<p>Elliot's mum is ill and his home is under threat, but a shooting star crashes to earth and changes his life forever. The star is Virgo - a young Zodiac goddess on a mission. But the pair accidentally release Thanatos, a wicked death daemon imprisoned beneath Stonehenge, and must then turn to the old Olympian gods for help. After centuries of cushy retirement on earth, are Zeus and his crew up to the task of saving the world - and solving Elliot's problems too?</p>	
Development of Knowledge	Lesson	Content	Substantive knowledge	Disciplinary knowledge
	Lesson 1	<p>Stick Widget sheets. Timelines in the books neatly before starting the lesson.</p> <p>What do you know already about the Ancient Greek period?</p> <p>Lesson Objective: WALT understand the significant periods in Ancient Greek history and the origins of democracy in Athens.</p> <p>Recap on Prior Learning (10 mins): Activity: Briefly discuss what the students know about ancient civilizations and introduce the concept of the Ancient Greek period. Timeline Activity:</p> <p>Activity: Students will create a basic timeline in their books, marking major periods in Ancient Greek history.</p> <p>Part 1: Introduction to Ancient Greek Periods (20 mins): Activity: Present key periods in Ancient Greek history using visual aids and brief descriptions.</p> <p>Task: Students complete a retrieval grid in pairs, identifying significant periods and events.</p> <p>Part 2: Democracy in Athens (20 mins): Activity: Watch the YouTube video on the origins of democracy in Athens.</p>	<p>Students should understand:</p> <ul style="list-style-type: none"> • That the Ancient Greek civilisation evolved over many thousands of years and ended with Roman conquest. • That during the Neolithic period (6000-3000BC) hunter-gatherers lived in what became Greece. • That the Mycenaean period was a prelude to the Ancient Greek period (1600-1100BC) • That the Archaic (800-500BC) and Classical (500-323BC) periods were the times of great innovation and invention. • What democracy is and what it looked like in Ancient Greek period? • During the Classical period, Athens became the most important city state and that advances in medicine, education, entertainment and rule took place. • Alexander the Great expanded the Greek Empire eastwards. 	<p>What is a Historian?</p> <ul style="list-style-type: none"> • What do historians do? • Where do they find the information that they need? (Primary sources)

	<p>Task: Students discuss in pairs why democracy might have originated in Athens and list key points.</p> <p>Adaptation Note for SEND Pupils: Provide simplified timeline templates with key periods already marked.</p> <p>Offer a summary of the video with key points highlighted.</p> <p>Diving Deeper Challenge: Task: Research an additional significant event or period in Ancient Greek history not covered in the lesson. Create a detailed timeline entry for this event, including its significance and impact on Ancient Greek society. Present your findings to the class.</p> <p>Conclusion (10 mins): Big Question: Why is understanding the origins of democracy important today?</p>		
Lesson 2	<p>How did the City States work?</p> <p>Lesson Objective: WALT explore the structure and significance of City States in Ancient Greece.</p> <p>Recap on Prior Learning (10 mins): Activity: Review the timeline and discuss key takeaways about the origins of democracy in Athens.</p> <p>Timeline Activity: Activity: Add major city-states (Athens, Sparta) to the timeline.</p> <p>Part 1: Introduction to City States (20 mins): Activity: Use Google Earth to explore the topography of Ancient Greece.</p> <p>Task: Students create a simple map in their books, labelling key city-states.</p> <p>Part 2: Evidence of City States (20 mins): Activity: View images and a video of key buildings in Athens.</p>	<ul style="list-style-type: none"> • Structure and significance of City States in Ancient Greece. • The geography of Ancient Greece and how this impacted the development of city states. • Why the city states formed. • The different types of rule in the city states. • That each city state was different, but that each shared some similarities. • Much evidence exists today to show what city states were like 	<ul style="list-style-type: none"> • Using maps and Google Earth to explore historical topography. • Analysing visual evidence of ancient buildings.

	<p>Task: Students list and describe three key buildings and their significance.</p> <p>Adaptation Note for SEND Pupils: Provide pre-labelled maps for easier identification. Use printed images with captions for visual support.</p> <p>Diving Deeper Challenge: Task: Conduct a comparative study of the political systems of at least two other civilisations (e.g., Ancient Rome and Ancient Egypt) with that of Ancient Greek city-states. Create a simple report or poster highlighting similarities and differences, and discuss how geography influenced these political systems. Share your report with the class or in a small group discussion.</p> <p>Conclusion (10 mins): Big Question: How did the geography of Greece influence the development of city-states?</p> <p>Recap Lesson 1 How did the City States work? Use GE to explore the topography of the region that formed Ancient Greece. View the City States video (CM) What evidence remains for the development of city states in the Ancient Greek period?</p> <p>View images of key buildings that remain in Athens today.</p>		
Lesson 3	<p>Let's look at Sparta and Athens Lesson Objective: WALT compare and contrast Athens and Sparta.</p> <p>Recap on Prior Learning (10 mins): Activity: Review the concept of city-states and their significance.</p> <p>Timeline Activity: Activity: Highlight the period of the Peloponnesian War on the timeline.</p> <p>Part 1: Differences and Similarities (20 mins):</p>	<ul style="list-style-type: none"> • Differences and similarities between Athens and Sparta. Reasons for their conflict. • Where Athens and Sparta were located. • Comparisons in beliefs & culture / lifestyle / climate / role of women. • How the Peloponnesian began and ended. 	<ul style="list-style-type: none"> • Comparing and contrasting historical entities. • Reading and interpreting secondary sources.

	<p>Activity: Watch the City States video again, focusing on Athens and Sparta.</p> <p>Task: Students create a Venn diagram in their books comparing Athens and Sparta.</p> <p>Part 2: Conflict Between Athens and Sparta (20 mins): Activity: Read the secondary source (appendix 1).</p> <p>Task: Students write a short paragraph explaining why Athens and Sparta were at war.</p> <p>Adaptation Note for SEND Pupils: Provide simplified texts and pre-drawn Venn diagrams. Use bullet points for key differences and similarities.</p> <p>Diving Deeper Challenge: Task: Investigate the daily lives of women and children in both Sparta and Athens. Prepare a presentation or a detailed poster that compares their roles, rights, and daily activities. Discuss how these roles contributed to the strengths and weaknesses of each city-state. Present your findings to the class.</p> <p>Conclusion (10 mins): Big Question: What can we learn from the rivalry between Athens and Sparta?</p>		
	<p>Lesson 4</p> <p>Lesson 4: Who's who in the Ancient Greek period? Lesson Objective: WALT study key figures from Ancient Greek history.</p> <p>Recap on Prior Learning (10 mins): Activity: Review the key differences and similarities between Athens and Sparta.</p> <p>Timeline Activity: Activity: Add Hippocrates, Socrates, Plato, Aristotle, Pythagoras, Archimedes, and Alexander the Great to the timeline. Part 1: Introduction to Key Figures (20 mins): Activity: Briefly present the life and achievements of each figure using visual aids.</p>	<ul style="list-style-type: none"> • Key figures: Hippocrates, Socrates, Plato, Aristotle, Pythagoras, Archimedes, Alexander the Great. • The achievements of the individuals studied. • The impact the discoveries have had on later civilisations. • That the discoveries made vastly moved understanding forward for the Ancient Greeks. 	<ul style="list-style-type: none"> • How do historians decide who to focus the histories that they write around? • Conducting research on historical figures. Creating fact files and posters

	<p>Task: Students choose one figure to research further and create a fact file.</p> <p>Part 2: Deep Dive into Key Figures (20 mins): Activity: Students work in pairs to research their chosen figure using provided materials.</p> <p>Task: Create a poster highlighting the contributions of their chosen figure.</p> <p>Adaptation Note for SEND Pupils: Provide pre-written fact file templates. Use visual aids and simplified texts for each figure.</p> <p>Diving Deeper Challenge: Task: Choose two of the key figures studied in this lesson and write a dialogue or short play imagining a conversation between them. The dialogue should reflect their philosophies, discoveries, or achievements. Perform the play for the class or create a storyboard.</p> <p>Conclusion (10 mins): Big Question: How did these key figures contribute to modern knowledge and society?</p>		
	<p>Lesson 5</p> <p>Lesson 5: What did the Greeks ever do for us? – Olympic Games Lesson Objective: WALT understand the legacy of Ancient Greek innovations and inventions.</p> <p>Recap on Prior Learning (10 mins): Activity: Review key figures and their contributions.</p> <p>Timeline Activity: Activity: Add the first Olympic Games to the timeline.</p> <p>Part 1: The Legacy of Ancient Greece (20 mins): Activity: Recap important discoveries and innovations by the Greeks. Task: Watch the Olympic Games presentation and discuss the origins of the games.</p> <p>Part 2: Analysing Black-Figure Pottery (20 mins):</p>	<ul style="list-style-type: none"> • Innovations and inventions of Ancient Greece. Origins of the Olympic Games. • That the modern Olympics were started partly to revive the games from Ancient Greece. • The links between the games and religion and politics. • What events took place and how the athletes trained. • What we can learn about the Ancient Greeks from what we know of the Olympic Games. 	<ul style="list-style-type: none"> • Analysing artefacts (black-figure pottery). Understanding historical legacy and influence on modern times.

		<p>Activity: View images of black-figure pottery.</p> <p>Task: Students analyse the pottery and deduce which events were important in the ancient Olympic Games.</p> <p>Adaptation Note for SEND Pupils: Provide simplified texts and annotated images of pottery. Use visual aids to explain key points.</p> <p>Diving Deeper Challenge: Task: Research how the ancient Olympic Games influenced the modern Olympic Games. Create a detailed comparison chart or infographic that highlights the similarities and differences in events, rules, and cultural significance. Present your infographic to the class and explain your findings.</p> <p>Conclusion (10 mins): Big Question: Why do we still light the Olympic flame in Greece today?</p>		
Assess & Review	Lesson 6	<p>Lesson 6: Retrieval Grids Lesson Objective: WALT consolidate our understanding of the Ancient Greek period.</p> <p>Recap on Prior Learning (10 mins): Activity: Review the key points from the entire topic.</p> <p>Part 1: Retrieval Grid Completion (20 mins): Activity: Students work in pairs to complete a detailed retrieval grid covering all lessons.</p> <p>Part 2: Group Discussion and Presentation (20 mins): Activity: Students discuss their retrieval grids in small groups.</p> <p>Task: Each group presents one key aspect of the Ancient Greek period to the class.</p> <p>Adaptation Note for SEND Pupils: Provide simplified retrieval grids. Use group work to support understanding and presentation skills.</p>	<ul style="list-style-type: none"> • Comprehensive review of Ancient Greek period, including political, social, and cultural aspects. • Complete SLaE pages recapping what has been learnt in the project 	<ul style="list-style-type: none"> • What can you recall about how historians use primary sources of evidence? • Completing retrieval grids. Group discussions and presentations. Reflecting on learning outcomes.

	<p>Diving Deeper Challenge</p> <p>Task: Develop a creative project that synthesises your learning from the entire unit. This could be a detailed model of an Ancient Greek city-state, a series of diary entries from the perspective of an Ancient Greek citizen, or a digital presentation that outlines the key contributions of Ancient Greek civilisation to the modern world. Present your project to the class.</p> <p>Conclusion (10 mins): Big Question: How has learning about the Ancient Greek period changed your understanding of history?</p>		
--	---	--	--

Glossary

Acropolis	The upper fortified part of a Greek city on a hill
Agora	A central public space
Aristoi	Highest ranking male citizens
Athens	Main city of Ancient Greece - centre of power, art, science and philosophy
Citadel	Fortified central part of a city
Citizen	A free man with the right to vote
City States	A city and the surrounding area with its own government
Delian League	A group of the city states, led by Athens to stand up to invasion threats from Persia
Democracy	A system allowing citizens to have a say in the government of a country
Monarchy	Rule by one royal family over a period of time
Mount Olympus	Highest mountain in Greece said to be the home of the gods
Oligarchy	Rule by a small number of wealthy, powerful people
Olympic Games	Sporting event first held in 776BC in Olympia
Parthenon	Temple on the Acropolis in Athens
Peloponnesian War	War between Sparta and Athens 431-404BC
Polis	City state
Sparta	Powerful city state in the south of Greece with a very strong military
Stratego	Army general
Tyranny	Rule by one person usually for their own gain



acropolis



agora



Sparta



Athens



citadel



citizen



Mount
Olympus



Peloponnesian
War



Groundbreaking Greeks



democracy



Monarchy



Pythagoras



Alexander
the Great

Symbol

Tyranny

Symbol

Oligarchy



Hippocrates



Plato



Olympic
Games



black figure
pottery



city states



Greece

Appendix 1: Athens and Sparta

Athens and Sparta: Two City States

Athens vs Sparta

Athens and Sparta were two powerhouses of Ancient Greek society. On one hand, Athens was, and still is, both the capital city of Greece, and also the largest city in the country. Athens, as such, operated as a hub of the economic, political, financial, and cultural affairs in Greece. The city was also symbolic of freedom, art, and democracy for the civilised world. Athens image of enlightenment and culture can be traced back to the city's name, which originates from Athena, the goddess of wisdom and knowledge.

In contrast to this, Sparta was a much smaller town. That was located near the river Evrotas, in the heart of the Peloponnese in the south of Greece. Whilst Athens was the home of freedom, Sparta was the Dorian Greek military state, and was responsible for the protection of Greece. Sparta supplied a huge army to defend Greece for a number of years.

The History: Athens

Athens officially became the leading city in Ancient Greece in the first millennium BC, but people had been living there many years prior to this. Over the years, Athens has fluctuated in terms of power and affluence, but, overall, has been a prominent city throughout history.

During the Middle Ages, for instance, Athens went through a period of decline, which it only began to recover from under the Byzantine Empire. It became prominent once again, then, throughout the Crusades as Athens benefited greatly from Italian trade. The Ottoman Empire brought about a period of decline for Athens that lasted a long time. The city did eventually recover, however, and came back during the 19th century as the capital of the independent Greek state.

The History: Sparta

It is believed that Sparta was originally founded by its first king, Lacedaemon, in around 1000 BC. Lacedaemon was the son of Zeus and Taygete and the city got its name from his wife, who was the daughter of Eurotas. The rise of Sparta came about after the Trojan War. Tradition tells us that, after this war, a group of people called the Dorians began to migrate from the north, which would lead to Sparta's rise in power. From this point on, Sparta emerged as a huge military power, an opponent of the Persian Empire, and eventually the conqueror of Athens.

Sparta underwent a period of time when it conquered a range of different kingdoms and began conflicts with various communities. This all culminated with Sparta becoming a major empire in around 400 BC. The rise of Sparta was synonymous with the fall of Athens, as the two major empires fought it out in the Peloponnesian war. The city of Sparta, despite conquering Athens in war, was eventually destroyed throughout the medieval period by a slew of invasions.

Athens vs Sparta

- Beliefs and Culture

Both Athens and Sparta had very different relationships with the other empires in Greece at the time. Despite having a reputation as the more volatile of the two, Sparta was happy enough to provide the empires with their army whenever they needed. This is why Sparta became known as the protector of the Greek people. Athens, on the other hand, was power hungry and wanted to take as much control over Greece as they could. This desire led them to having a hostile relationship with the other Greek empires. It was this ambitious attitude that led to war between the Greeks.

A point of similarity between Athens and Sparta was that they were both known as great 'thinkers'. Both empires worshipped their respective gods and promoted a culture of respect between their people. The culture of Athens and Sparta also shared a number of similarities. The two empires shared a love of beauty, music, literature, drama, philosophy, politics, art, and sports.

The main difference between the two empires lies in their political values. Whilst the Spartans had a militaristic approach to politics, the Athenians operated on a democratic system of government. In Sparta, the most important thing was to gain control over the kingdoms of Greece, and expand their power as much as possible. However, for the Athenians, the emphasis was also on growing the infrastructures of their city.

- Lifestyle

The lifestyles in Athens and Sparta was also a place where the two empires differed greatly.

The Spartans led a very simple lifestyle, where the military emphasis would be felt by every member of society. Boys, for instance, would be forced to join the army at a young age, and all other forms of education were forgone. Spartan society revolved around developing and growing the military strength of the empire. Sparta was also a very insular state, and interaction with the outside world was, as such, very limited.

In contrast to this, Athens was a place of great culture and modern thinking. Athenians placed much less importance on the military, and other forms of education were not just available, but encouraged. Children in Athens had access to a number of different types of arts and science education, which is why the city produced so many revolutionary scholars.

- Climate

Athens and Sparta were both in Greece, so the climate didn't vary too much, but there were some key differences between the two. Athens was home to a Mediterranean climate, where there would be a significant amount of rainfall. On the flip side, Sparta had a fairly temperate climate, but it was extremely dry. For this reason, water was sparse in Sparta.

- Women in Athens and Sparta

The role of women in Athens and Sparta was very different. In Athens, family was of great importance, and women were expected to be legally dependent on the men in their life, first their father, then their husband. This led to many restrictions over Athenian women's lives, including the fact that they could not own any property of their own.

Contrastingly, in Sparta, women had rights that other women in Greece did not have. Spartan women were viewed as strong, independent individuals and, as such, did not have to be dependent on the men in their lives. This also meant that, unlike Athenian women, they could own their own property.

Athens vs Sparta: The Peloponnesian War

The two great empires of Athens and Sparta went head to head in the Peloponnesian war. This was fought between Athens and its allies, the Delian League, and the Spartans and the Peloponnesian league. The war began in 431 BC and lasted for a whopping 28 years on and off.

Sparta had a military advantage on land, as their armies were much stronger than the Athenians'. However, Athens had a far superior navy, which gave them a significant advantage at sea.

There were two main periods of combat throughout this war, which were separated by a six-year-long truce.

Athens and Sparta had been at odds for many years in the lead up to the Peloponnesian war. This war, in particular, began but one of Sparta's allies, Corinth. A civil war was happening at the time in a country called, Epidamnus, which Corinth was involved in. As an ally, Sparta was brought in to be part of the conflict negotiations for this war. Corinth's enemy, Corcyra, then targeted Epidamnus and overtook it in a naval battle. Corinth, as a result, retreated in order to rebuild its fleet and plan their comeback.

These smaller conflicts eventually led to the Peloponnesian war. The Spartan army travelled into Athenian allied territory, where they began raiding different villages and towns. They particularly targeted a region close to Athens called Attica. The Athenians had built huge, expansive walls that stretched all the way from their seaport to the city of Athens, which helped protect them from attacks. The leader of Athens at the time, Pericles, strongly encouraged Athens not to engage in any direct conflict with the Spartans, as their military was far superior. Instead, they worked to their strengths, and used their strong naval forces to deliver troops into the Spartan territory to carry out raids on their settlements.

After a number of years of war had raged on, Sparta made Athens an offer of peace. Athens accepted the offer and the truce was made official with the signing of the Peace of Nicias. In this treaty, it was agreed that, for the next 50 years, Athens and Sparta would defend each other. However, the treaty only lasted for six years.

The conflict resumed after a brief period of peace with an attack launched by the Athenians at Sicily. Sparta retaliated and, before long, the war was back in full swing. The Spartans had learned from their previous conflict with Athens, and had built up a strong naval fleet. The war raged on for another 10 years, before the Spartan general, Lysander, eventually defeated the Athenian fleet at Aegospotami. This defeat was the final straw for the Athenian army, who surrendered soon after. With this, the Peloponnesian War finally drew to an end.

The end of the Peloponnesian War also marked the end of the golden age of Ancient Greece.